

**Subject: Geography**

**Year 9**

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning**  **Autumn Term** | **Scheme of Learning**  **Spring Term** | **Scheme of Learning**  **Summer Term** |
| The main focus of this unit is decision making in context a global issue. Students should use the skills gained in analysing other people’s points of view in similar activities (e.g. building OIL rigs in the Middle East, developing housing estates, where are your clothes from etc). The practice of experiencing a decision-based exercise provides students with experience of this activity ready for GCSE. The geographical skills embedded in a SoL are vital for achievement at a GCSE level. | **Globalization- Where are your clothes from?**  What is development?  Indicators used to analyse world patterns of development  Evaluate the effectiveness of similar indicators in assessing the quality of life of different people in particular locations.  The trading game.  The role of globalisation and the actions of Multinational Companies (MNCs) have to play in these processes. | **Middle East- centre of the world?**  Bodies of water found in the Middle East  To create an accurate map of the Middle East  Main climate zones in the Middle East  Physical features about deserts  Adaptations of 2 living things which survive in the desert  How indigenous people find and use water to survive  Dangers faced by people living in the desert.  Densely and Sparsely populated area  Factors that drive people to live in the cities.  Oil from the Middle East  To judge what extend environmental, social and economic factors have fueled conflict  The impact conflict has had on Syria’s children  Is Dubai is economically, environmentally and socially sustainable  Qatar and the 2022 World Cup | **CHANGING ECONOMIC WORLD GCSE SYLABUS**  Global variations in economic development and quality of life.  Ways of classifying parts of the world according to their level of economic development and quality of life.  Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures.  Link between stages of the Demographic Transition Model and the level of development.  Causes of uneven development: physical, economic and historical.  Consequences of uneven development: disparities in wealth and health, international migration.  Strategies for reducing the global development gap.  How the growth of tourism in an LIC or NEE helps to reduce the development gap.  The role of transnational corporations (TNCs) in relation to industrial development.  The environmental impacts of economic development and the quality of life for the population. |
| **Hinterland Knowledge** | How others are impacted by their choices, links to previous topics of Primark etc. Citizenship | Qatar and the 2022 World Cup |  |
| **Assessment:**  **-Formative Techniques**  **-Summative Pieces** | INTERACTIONS from our learning model. Active, deeper questioning, think-pair-share, ‘basketball’ rather than ‘ping-pong’, quizzes, ‘always, sometimes, never true’, multiple choice questions, flashback 4 starter questions. | | |
| End of Unit test, exam question every week | End of Unit test, exam questions every week | End of Unit test, exam questions every week |
| **Key Vocabulary** | HIC, NEE, LIC, development indicator, aid, trade, interdependence, globalisation, sustainable development, quality of life, gross national product (GNP), gross domestic product (GDP), human development index (HDI), globalisation, production, consumption, corporation, multinational corporation (MNC), socio-economic indicators, export, import, interdependence, International Monetary Fund, World Bank, World Trade Organisation (WTO), United Nations, technology, resources, supply and demand, negotiation, competition | Resources; trade; import; export;interdependence;  tourism; development; human development index;  OPEC; energy consumption; independence;  sustainability (social; environmental; economic).  Conflict; empire; caliphate; military coup; Shia; Sunni Middle East; state; region; Gulf; Arabian  Peninsula; desert; land use; steppe; grassland;  scrub; underground aquifer; oasis indigenous; nomadic; herders; tradition; culture; well; push & pull factors; urbanisation; rural-to-urban migration. Arid; biome; Mediterranean; shrub land; semi-arid; The Shamal; circulation; seasonal; adaptation; sandstorm; rain-shadow; sand dunes |  |
| **Key Skills** | Develop PEEL. Develop use of data and case studies. Understanding and interpretation of data. Use GIS to plot data on a map. | Use maps and atlases to describe places and  explain patterns. Use climate graphs to compare  the climate of places. Draw out information using  visual tools and video. Create annotated images/  sketches to display information. Conflict; Decision  Making; Sustainability. Interdependency. Develop  PEEL. Develop Use of data and case studies. | Develop PEEL. Develop use of data and case studies. |
| **Opportunities outside the taught curriculum.** | Trip to Drax power station, Outside sketch drawings of local ecosystem. | | |